

## DOCUMENT RESUME

ED 463 803

JC 020 319

TITLE QUEST: An Integrated Approach for Institutional Planning, Assessment and Quality Improvement.

INSTITUTION Pensacola Junior Coll., FL. Office of Institutional Research and Effectiveness.

REPORT NO R-00-900R

PUB DATE 2000-01-24

NOTE 19p.

PUB TYPE Reports - Evaluative (142)

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS \*Accountability; Accreditation (Institutions); \*College Outcomes Assessment; College Role; Community Colleges; \*Educational Assessment; \*Educational Objectives; \*Program Evaluation; Strategic Planning; Two Year Colleges

IDENTIFIERS \*Pensacola Junior College FL

## ABSTRACT

This is a report on the Qualitative Use of Evaluative Systems and Techniques (QUEST) program used by Pensacola Junior College (PJC) (Florida) to assess, integrate, and improve institutional effectiveness. The program focuses on 12 major institutional functions: strategic planning, academic programming, facilities planning, college operations, budgeting, special activities, institutional effectiveness, institutional accountability, institutional research, management information systems, college archives, and accreditation. The QUEST model describes what is essential to the total planning and assessment process: planning, doing, and assessing, with a feedback loop to improve each facet of the process. The college determines institutional effectiveness by three separate but interrelated major processes: (1) frequent assessment of the PJC strategic plan; (2) annual reporting of the status of the local PJC institutional effectiveness plan; and (3) annual reporting to the state concerning the PJC accountability plan. A full cycle of planning and evaluation is accomplished in each decade, which mostly coincides with the normal Southern Association of Colleges and Schools reaffirmation process. This report provides operational plans, information on archives, and several charts illustrating the evaluation process at PJC. (MKF)

# QUEST

Q. U. E. S. T.  
Qualitative Use of Evaluative Systems and Techniques

**An Integrated Approach for  
Institutional Planning,  
Assessment and Quality Improvement**

**(A Descriptive Outline)**

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R-00-900R

MM 11-30-93  
MM 7-19-94  
MM 3-29-95  
MM 2-1-96  
MM 1-24-00

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Introduction: Pensacola Junior College is engaged in a complex set of planning and assessment activities that result in plans, evaluative reports and other documents which are in turn used to further improve the college. Sometimes it is unclear how these various functions interrelate for the common good. The purpose of this guide is to provide a conceptual framework for a unified approach in planning and assessment at Pensacola Junior College.

Planning and assessment must to be focused toward a single end; that is, to further develop the college in order *to assure the highest possible quality of instruction and services are provided*. The goals, objectives, performance indicators and use of all college plans and assessments must be consistent with the general philosophy of the college and the official college mission. Care must be taken to prevent duplication of effort or confusion and conflict among any institutional goals and objectives.

QUEST: The Qualitative Use of Evaluative Systems and Techniques (QUEST) is intended to focus major planning, evaluative and information functions into an integrated and understandable entity. Following is a list of the major functions of this kind for PJC.

Strategic Planning

Academic Program Planning

Facilities Master Planning

Fiscal Planning

Operational Planning

Special Activity Planning

Institutional Effectiveness Assessment

Institutional Accountability Assessment

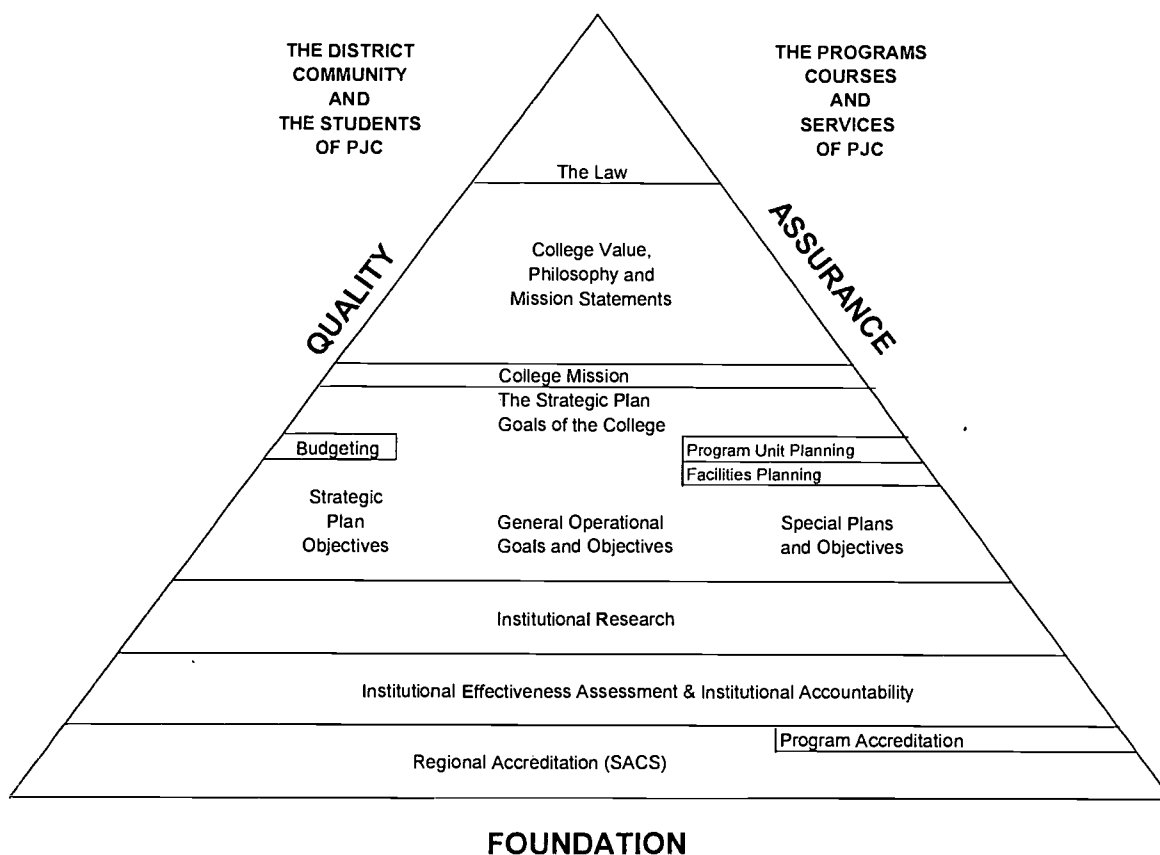
Institutional Research

Management Information Systems

College Archive

Accreditation

Quality Assurance: The services and programs offered by PJC are founded on a set of core structures and processes which can be represented by a pyramid of relationships.



None of these stand alone and each represents other more detailed plans and processes which are not shown here. At the peak are the set of laws and regulations which govern the institution. At the base is the peer endowed approval of accreditation.

Definitions: *Strategic planning* is intended to provide, on a five-year cycle (1998-2003), the general framework for institutional operations. The general approach for operations is set forth in the *value statement*, the statement of *philosophy* and in the college *mission*. The strategic plan is based upon college strengths, weaknesses, opportunities and threats that were both current and anticipated at the time the plan was written. The *strategic goals* are considered the basic strategy focus points for the college operational plans and for the institutional effectiveness and institutional accountability processes. The third five-year plan was approved by the PJC Board of Trustees on November 17, 1998.

*Academic program planning* is an ongoing process of the college. It is bipolar in that program planning emerges from both the departmental level and the total college level. Written plans and systematic program evaluative processes are produced at both levels. The college Curriculum Committee is the key body for this function.

*Facilities master planning* is ongoing in the college with campus facilities master plans for all sites. Annual maintenance, renovation, remodeling and new facilities planning is done on a continuous basis.

*Fiscal planning* is undertaken within the context of an annual budgeting process. Assessment is provided both by the formal state audit process, in the form of program and financial audits.

Various *operational plans* are developed and implemented as needed (a partial listing of current operational plans is included in this report).

In addition, *special activities planning* efforts may be mandated from time to time and are included as a factor in this overall process.

A new effectiveness assessment process was implemented in 1992, as a comprehensive college-wide *institutional effectiveness* process. This will be continued on a regular annual basis. A five-year cycle of total goal and objective evaluation has been implemented. This process is in its second five-year cycle.

In 1993, the Florida Division of Community Colleges instituted a new annual *institutional accountability* process, as required by new legislation, which replaced the old *Report of Progress Toward Excellence*, and which will be continued annually for the college, also on a five-year cycle. This process is in its second five-year cycle.

The college *institutional research* function continues operation in support of all college areas, with emphasis on productivity and effectiveness assessment. Semiannual reports of research are published.

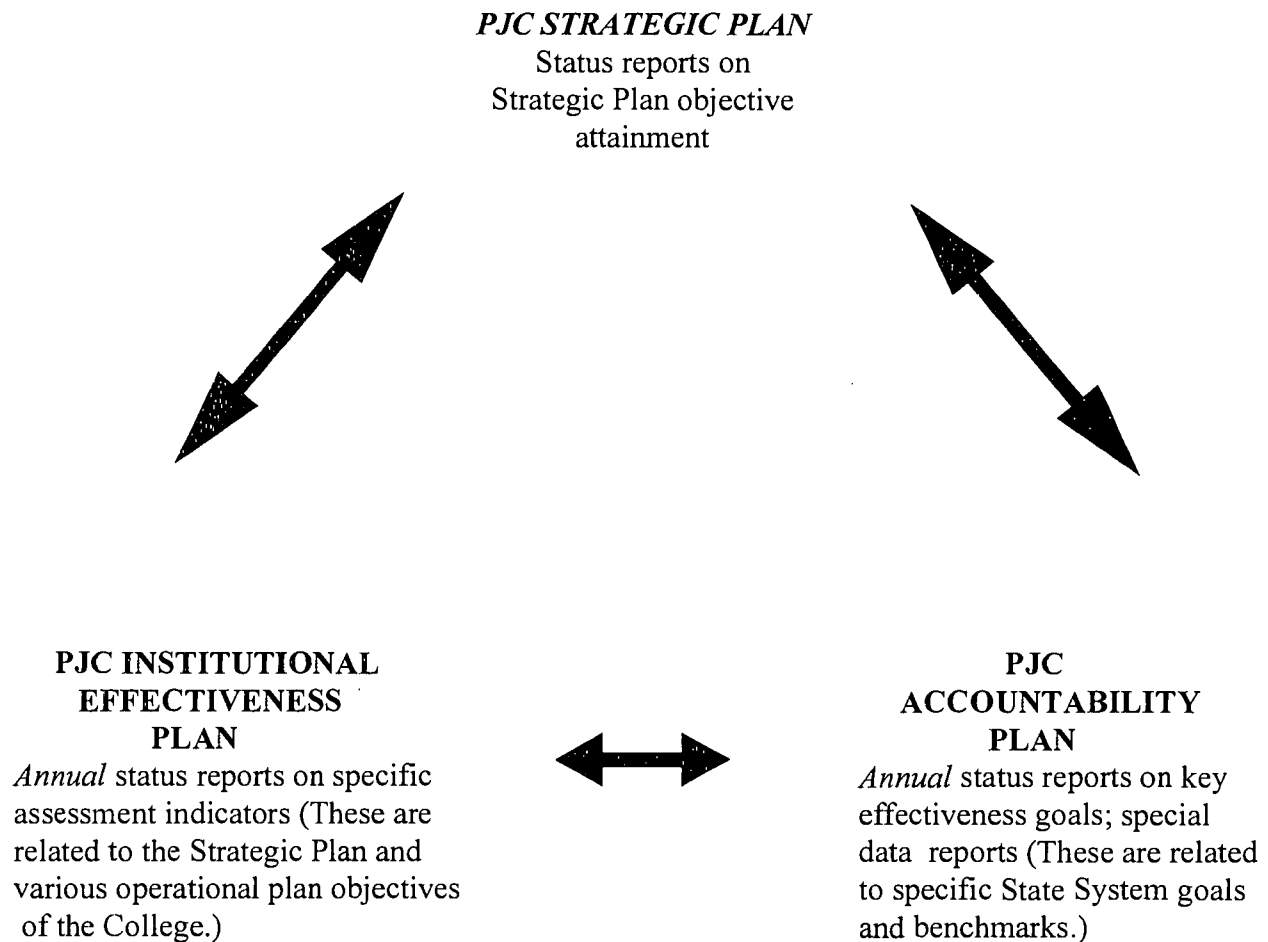
The college data collection and reporting effort, the information technology driven *Management Information System* (MIS), continues in support of all college functions and provides an on-line state-of-the-art data base.

At present, a growing college *Archive* collection exists on the Pensacola Campus in Building 7. The purpose of the archive is to provide secure and complete documentation of the institution.

*Regional accreditation* and *program accreditation* and *special program approvals* remain key factors in college and program quality assurance. Accreditation is fully integrated with both strategic planning and institutional effectiveness assessment. These are external peer assessments of college programs and the institution as a whole.

These various quality assurance functions are increasingly becoming a unified whole rather than separate and divergent parts of the college.

The PJC Institutional Effectiveness Triad: PJC currently determines institutional effectiveness by three separate but closely interrelated major processes: (1) frequent assessment of the PJC STRATEGIC PLAN, (2) annual reporting of the status of the local PJC INSTITUTIONAL EFFECTIVENESS PLAN and (3) annual reporting to the State concerning the PJC ACCOUNTABILITY PLAN. These are key parts contained in the quality assurance pyramid.





Documentation: Current and projected assessment plans and reports include the following.

Planning Documents:

- I. *The PJC Strategic Plan, 1998-2000*
- II. *The PJC Academic Program Plan (under development)*
- III. Facilities Master Plans:
  - A. *Pensacola Campus Plan*
  - B. *Warrington Campus Plan*
  - C. *Milton Campus Plan*
  - D. *Downtown Campus Plan*
  - E. *Midway Site Plan*
  - F. *Facilities Maintenance Plan*
- IV. *Pensacola Junior College Annual Budget*
- V. Operational Unit Plans  
(See listing of operational plans)
- VI. Special Plans as required  
(See listing of operational plans)
- VII. *The Annual Plan (handbook) of PJC for Institutional Effectiveness Goal, Objective and Indicator Statements*
- VIII. *The Pensacola Junior College Institutional Accountability Plan; Preliminary Five-Year Plan: 1992-1993*
- IX. *The Office of Institutional Research Chart of Routine Reports*

Assessment Reports:

- The Report of PJC Strategic Plan Objective Status*
- The Annual Report of PJC Academic Program Evaluation (under development)*
- Annual Status Memorandum Updates  
Annual Status Memorandum Updates  
Annual Status Memorandum Updates  
Annual Status Memorandum Updates  
Annual Status Memorandum Updates  
Annual Status Memorandum Updates
- A. *PJC Annual Financial Report*
  - B. Regular and Special Audits
- Plan progress to be reported through the annual *Institutional Effectiveness Report*.
- Special evaluation reported as needed
- The Annual PJC Institutional Effectiveness Progress Report*
- The Annual PJC Institutional Accountability Plan Report* (This takes place of the former report: *PJC Annual Report of Progress Toward Educational Excellence*)
- The Office of Institutional Research Semiannual Report of Routine and Special Reports* (August and February)

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|-------|--|--|
| X.    | <i>The Department of Management Information Systems Chart of Routine Reports</i> | <i>The Department of MIS Annual Report of Routine and Special Reports</i>  |
| XI.   | <i>Catalog of the College Archives (under development)</i>                       | <i>Archive Cross-Index of Reports and Archive Items (under development)</i>  |
| XII.  | <i>Proposal for SACS Accreditation Reaffirmation of PJC, 1997</i>                | <p>A. <i>Pensacola Junior College Criteria Audit for Accreditation Compliance 1997</i></p> <p>B. <i>Pensacola Junior College Institutional Self-Study 1997</i></p> <p>C. <i>Report of the Reaffirmation Committee; Pensacola Junior College, Pensacola, FL March 23-26, 1997</i></p> <p>D. <i>Notification of reaffirmation; January 8, 1998</i></p> |
| XIII. | <i>Various Program Self Studies</i>  | <i>Various mid-accreditation reports to the several program accreditation associations</i>   |

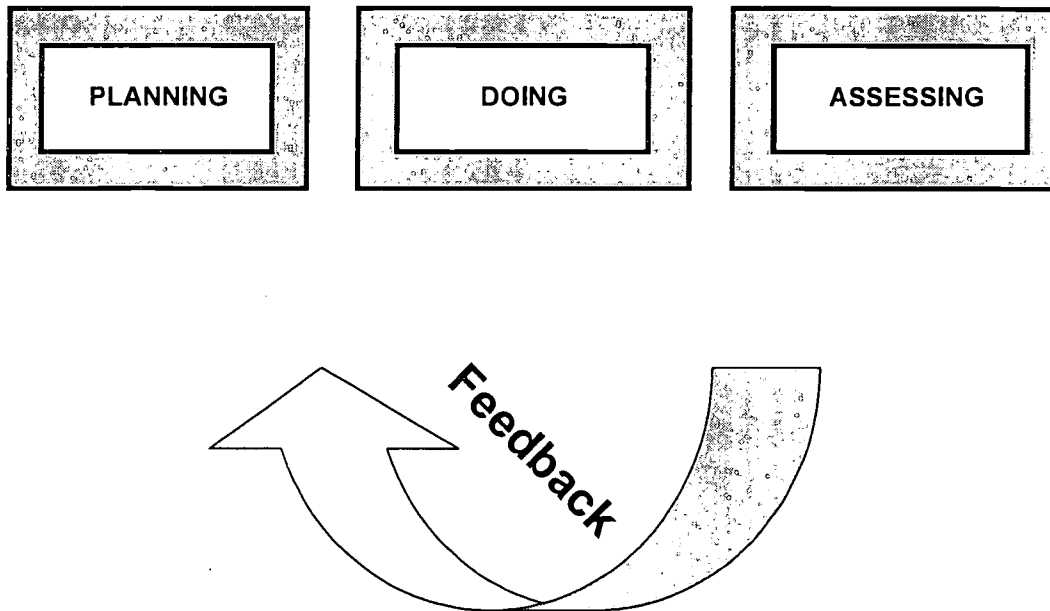
Status: Responsibility for and status of the various plans and reports are as follows.

<u>Function:</u>	<u>Authority:</u>	<u>Cycle:</u>	<u>Documentation:</u>	<u>Status:</u>
I. <u>Strategic Planning</u>	Vice President for Planning and Administration	Five-year	<i>The PJC Strategic Plan, 1998/99 - 2002/03</i>	Operational (In second year of the third cycle)
II. <u>Academic Program Planning</u>	Vice President for Academic Affairs	Continuous	Actions of the Curriculum Committee in its <i>Minutes</i> + Unit Plans	Current  Under development
III. <u>Facilities Master Planning</u>	Vice President for Planning & Administration	Variable	A. <i>Pensacola Campus Plan</i> B. <i>Warrington Campus Plan</i> C. <i>Milton Campus Plan</i> D. <i>Downtown Center Plan</i> E. <i>Midway Site Plan</i> F. <i>Maintenance Plan</i>	A unified plan was approved by the Board of Trustees' in 1996
IV. <u>Fiscal Planning</u>	Vice President for Business & Finance	Annual	<i>Pensacola Junior College Budget, 1999/00</i>	Operational (computerized in 1992)
V. <u>Operational Planning</u>	Various College units	Variable	Individual plans (See listing of current operational plans)	Current

VI.	<u>Special Planning</u>	Florida State Board for Community Colleges & Other Authorities	Variable & one-time	As required	As required
VII.	<u>Institutional Effectiveness Assessment</u>	Director of Institutional Research and Effectiveness	Annual	<i>The Annual Plan of PJC Institutional Effectiveness Goal, Objective &amp; Indicator Statements</i>	Operational (in the eighth annual cycle)
VIII.	<u>Institutional Accountability Assessment</u>	Director of Institutional Research and Effectiveness	Annual	<i>Annual PJC Institutional Accountability Plan Report</i>	Operational (in seventh annual cycle of the new process)
IX.	<u>Institutional Research</u>	Director of Institutional Research and Effectiveness	Continuous	A standard list of routine reports has been established	Under development
X.	<u>Management Information Systems</u>	Vice President for Business & Finance	Continuous	A standard list of routine reports has been established	Operational
XI.	<u>College Archive</u>	Director of Institutional Research and Effectiveness	Continuous	<i>Catalog of Items</i> (pending)	Operational
XII.	<u>Accreditation (Regional)</u>	The President; Vice President for Planning & Administration	Decennial	<i>Self Study + Criteria Audit, 1997</i>	Operational
XIII.	<u>Accreditation (Program)</u>	Provosts; Program Directors	Variable	<i>Self Studies, Program Evaluations</i>	Operational

The Quest Model: This describes what is essential to the total planning and assessment process. It may be characterized as **planning**, **doing**, and **assessing** with a feedback loop to improve each facet of the process.

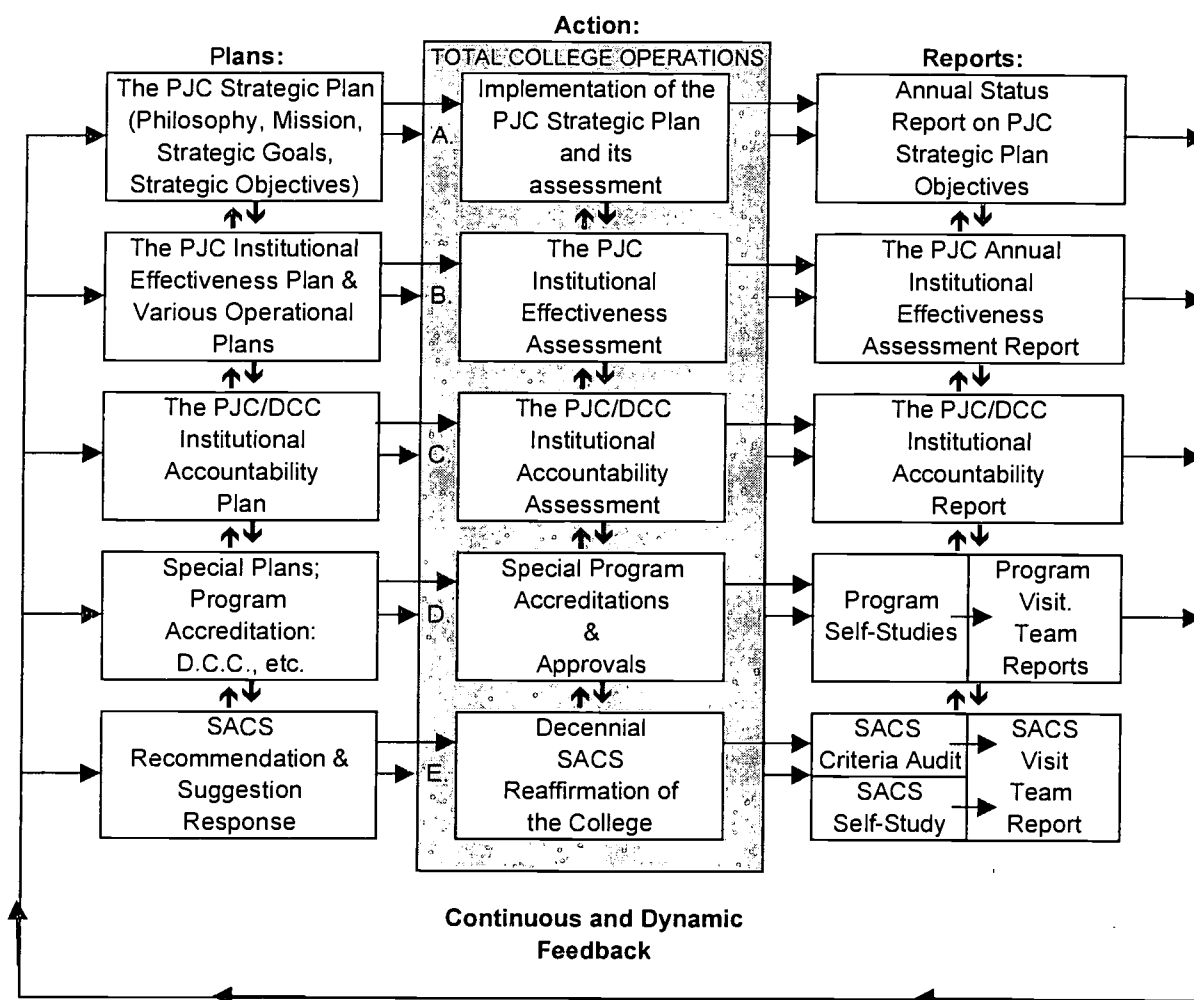
In General:



## For Positive Change

This provides the basis for a dynamic system of operations and improvement. A more detailed PJC model follows. A full cycle of planning and evaluation is accomplished in each decade which mostly coincides with the normal Southern Association of Colleges and Schools reaffirmation process, though many sub-cycles of planning and evaluation are repeated within each ten-year cycle.

## THE PJC COMPREHENSIVE SCANNING SYSTEM



Archive: The justification for establishing a permanent archive of key documents and information is based on some transient tendencies of contemporary higher education. Organizational changes occur and with them unit files are often redirected or lost. There is also the routine state policy of three-year discarding of files and materials. The location of those items which are retained from year-to-year may not be generally known or sequentially cumulative. The wide disbursal of items makes it difficult to reassemble documents, especially on short notice. Often item holders are reluctant, and for good reason, to relinquish them. When time periods of one-half or full decades are factored in, it is normal to discover that key items have disappeared totally, without anyone's fault.

The strategy, then, would be to select key documents for preservation in a permanent and secure archive. It would be important to insist that the items retained be selected for obvious importance, and that an excessive volume of paper not be kept. Some key documents would be referenced in the archives index and stored elsewhere.

The core of the institutional archive must, then, consist of at least these items:

I. The Strategic Plan:

- A. All plan documents
- B. Miscellaneous planning papers including minutes
- C. Annual plan status reports

II. General Documents:

- A. *Catalogs*
- B. Various Handbooks
- C. Board Policies & Procedures & Minutes
- D. *Minutes* of President's Council, CASA and Curriculum Committee
- E. Budgets, financial reports, audits
- F. Unit Plans
- G. Other essential documents (including yet to be determined key routine reports; i.e. MGT 009's)

III. Accreditation:

- A. SACS Self Studies, Team Reports, Annual Reports, etc.
- B. Program Self Studies, etc.

IV. Program Evaluations

V. Institutional Effectiveness Reports

VI. Institutional Research Reports

VII. Other useful items

Operational Plans: The archives currently contain these task-specific plans.

1. Adjunct Plan
2. Administrative and Professional Evaluation Plan
3. Administrative Evaluation Plan
4. Admissions & Registration Plan
5. AIDS Policy & Procedures Plan
6. Americans with Disabilities Act Plan
7. Approved to Teach System Plan
8. Audio-Visual Services Plan
9. Bomb Threat Action Plan
10. Career Resources Campus Plan
11. Career Service Classification Plan
12. Child Care Center Plan
13. Classification Plan
14. C.L.A.S.S. Team Project Plan
15. CLAST Plan
16. Cohort Tracking Plan
17. Community Campus Plan
18. Credentialing & Professional Development Plan
19. Curriculum & Program Plan
20. DCC Degree Audit Plan
21. Departmental Unit Plan
22. Developmental Studies Taskforce Plan
23. Distance Learning Plan
24. District Course Syllabus Policy Plan
25. District Facilities Plan
26. Economic Development Plan
27. Emergency Plan
28. Employee Assistance Plan
29. Employment Plan Life Enhancement Courses
30. Enrollment Management plan
31. Escarosa Tech. Prep. Consortium and Evaluation Plan
32. Executive, Managerial and Professional Evaluation Plan
33. Faculty Load Plan
34. Faculty Personnel Plan Review
35. Faculty Staffing Plan
36. Foundation Long-Range Plan
37. FTE Enrollment Plan
38. Fundable FTE Plan
39. General Education Program Plan
40. Honors Program Plan
41. Honors Day Plan
42. Hurricane Disaster Plan
43. Incentive Retirement Plan
44. Instructional Computing Plan
45. International Education Plan
46. Information Technology to Enhance Teaching and Learning Plan
47. Institutional Research and Effectiveness Plan
48. Marketing Plan
49. Performance Based Incentive Plan
50. Precollegiate Instruction Organization Plan
51. Professional Development Incentive Plan for Adjunct Instructors
52. Program Review System Plan



- 53. Q.U.E.S.T. Plan
- 54. Recruitment and Retention Plan
- 55. Remediation Reduction Plan
- 56. Right-to-Know Law Plan
- 57. Risk Management Plan
- 58. Smoking Prevention Plan
- 59. SPD Plan
- 60. Student Tracking Plan
- 61. Taskforce: Under prepared Students Plan
- 62. Technology Refresh Plan
- 63. Vocational Ed Plan
- 64. Wellness Program Plan
- 65. Workforce Development Funds  
Budgeting Plan
- 66. WSRE Strategic Plan
- 67. Workers Compensation Plan

It is the ultimate aim of all QUEST activities to provide for the continuous improvement of the instruction courses, programs and services of Pensacola Junior College. The ultimate aim of PJC is the assurance of the highest quality of product allowed by its resources. *PJC is committed to quality.*

[Revised through 1-24-00]



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